

ASK THE DOCTOR:



**LAST FORUM:
PICA**





Last Forum's Topic was PICA

That's SIB Too



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Others:

SIB

S

SELF

I

INJURIOUS

B

BEHAVIOR



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Essential Ingredient

Self Inflicted Tissue Damage



Specific to Autism
and other DD

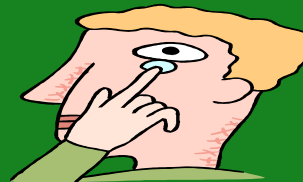
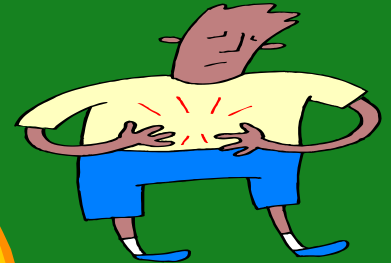


Not Self-Abuse in Other Psychiatric
Disorders



Examples:

- *Eye Gouging*
- *Head Banging*
- *Hitting Head*
- *Biting, Mouthing*
- *Pulling Hair*
- *Head Chucking*
- *Picking*
- *More?*



(Proto-SIB)



Terms for ASK THE Doctor:

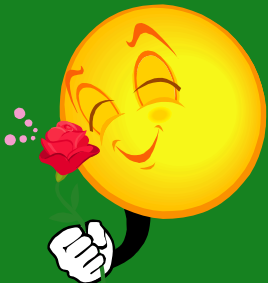
- **Research Based, Effective Interventions**
 - Validated Practice
 - Research Based
 - Peer Reviewed
 - Outcome Based (effective)
 - Unambiguously Described
 - Highlighting different aspects, pros and cons (Mechanical Restraints Anyone?)



Non-Evidence Based

But Found in the Media

- *Aroma Therapy*
- *Massage Therapy*
- *Swimming Therapy*
- *Hot Tub Therapy*
- *Supplements; Herbs*
- *Music Therapy*
- *Acceptance and Nurturing Therapy*

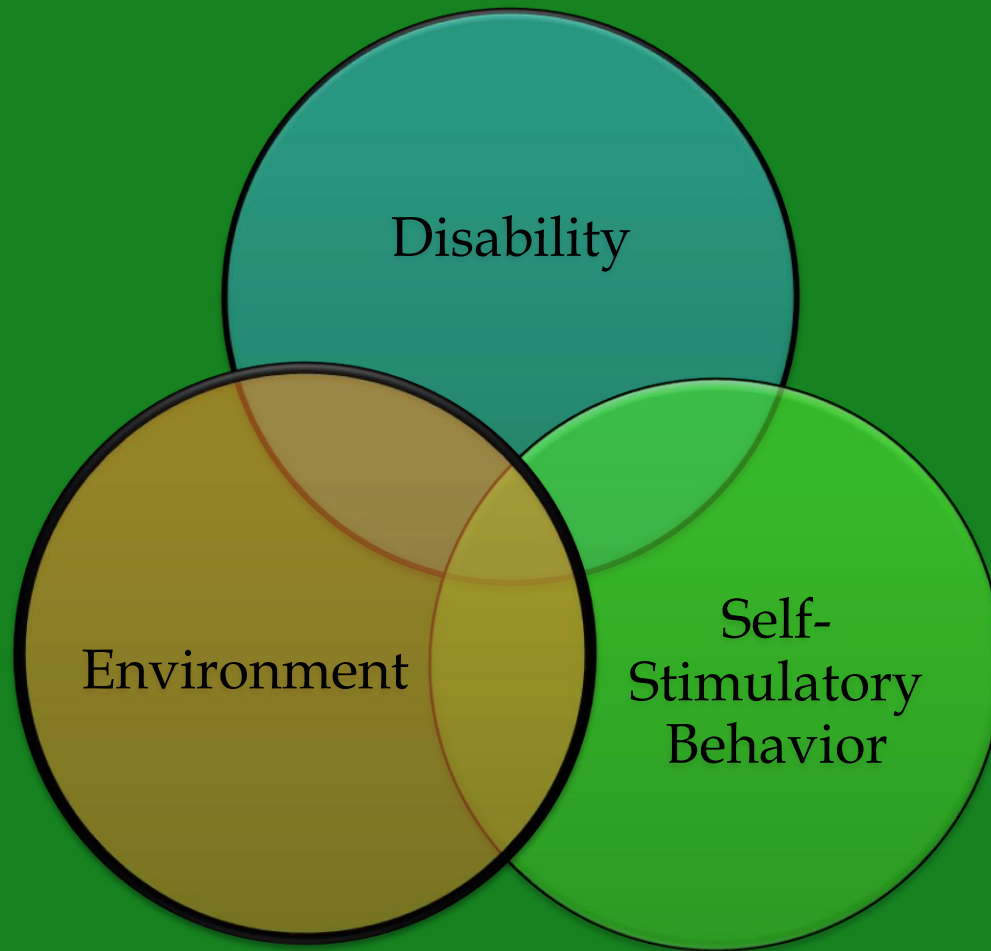


History Includes Topographical Tx and Lots of Punishment

- Mechanical Restraint
- Chemical Restraint
- Water Mist
- Noxious Taste
- Shock
- Overcorrection
 - Contingent Exercise
 - Restitution
- Visual Screening
- Noxious Smell
- Physical Restraint
- Aversive Sound
- Swats
- Time Out



??Development of SIB??





Top Three Risk Factors

- 1. Severe or Profound Developmental Disabilities*
- 2. Diagnosis of Autism*
- 3. Deficits in Receptive or Expressive Communication*



McClintock, 2003



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Factoid

*Over 70% of SIB among
School Aged Children is
maintained by socially
mediated consequences*

How Does It Happen?

- 1) **Potential Triggers For Typical and Atypical Kids (painful events-otitis media, deficits in communication) Self Stimulatory Behavior**
- 2) **DD/Autistic population prolong this stage**



- 3) **Social Reinforcement may serve a purpose for the child as well as the adult**



Progression of Attention Getting Function

• **Parent's Perspective**

- Self Stimulatory Behavior Seems Harmful
- Lasts Longer
- Becomes Aversive and Worrisome (PUNISHING)
- Evokes Paying Attention/Contact (Establishing Condition)
- Discontinues SIB (Abolishing Condition)... Go fix dinner...



• **Child's Perspective**

- SIB like behavior provides sensory reinforcement
- Prolonged Behavior produces variations
- Parent Attention and Comfort Follows the Behaviors (Abolishing)
- Absence of the Behaviors results in decrease in social interaction-(Establishing Condition for Repeat Performance)





Escape



- The Other "Social Reinforcer"
 - (Negative Reinforcer)
- It's the Removal of an Aversive
 - Even AVOIDANCE of the Aversive
- And, it produces a Progression:



Escape Behavior

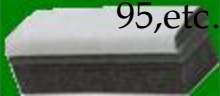
- *Relatively consistent ordering of topographies represent a Response Class Hierarchy*

Generalized Finding

(Sprague & Horner-92; Lalli et al.-95, etc...)

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Automatically Reinforced SIB

- Hand Mouthing-appeared to develop from normal mouthing into tissue damage and more severe SIB in 12 subjects studied.
- Undifferentiated Responses across FAA was interpreted as automatically reinforced. The behavior occurred in the alone condition as much as when attention and escape conditions



Prelude to SIB, SS



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Take Home Messages About Development of SIB

- 1. SIB can emerge very early in life for children with Developmental Disabilities and/or Autism*
- 2. Some SIB are non-socially mediated*
- 3. Topographies present in non-socially mediated instances can and do BECOME Socially Mediated*



All of This Makes FAA Important--AND

- **THE LONGER THE BEHAVIOR HAS BEEN PRESENT, THE MORE FUNCTIONS IT IS LIKELY TO SERVE**
- **The more Resistant to Change it is**
- **The Topography has developed a response strength that requires little effort—so replacement behaviors are not easily developed**



Example of Socially Mediated SIB



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Socially Mediated SIB

The Case of GAIL (Roane, 2008)

Problems Terminating an Activity?
Initiating Another?
(Transitioning Independently?)

Gail (16 yrs) Required Physical Assistance , She
enjoyed Physical Contact

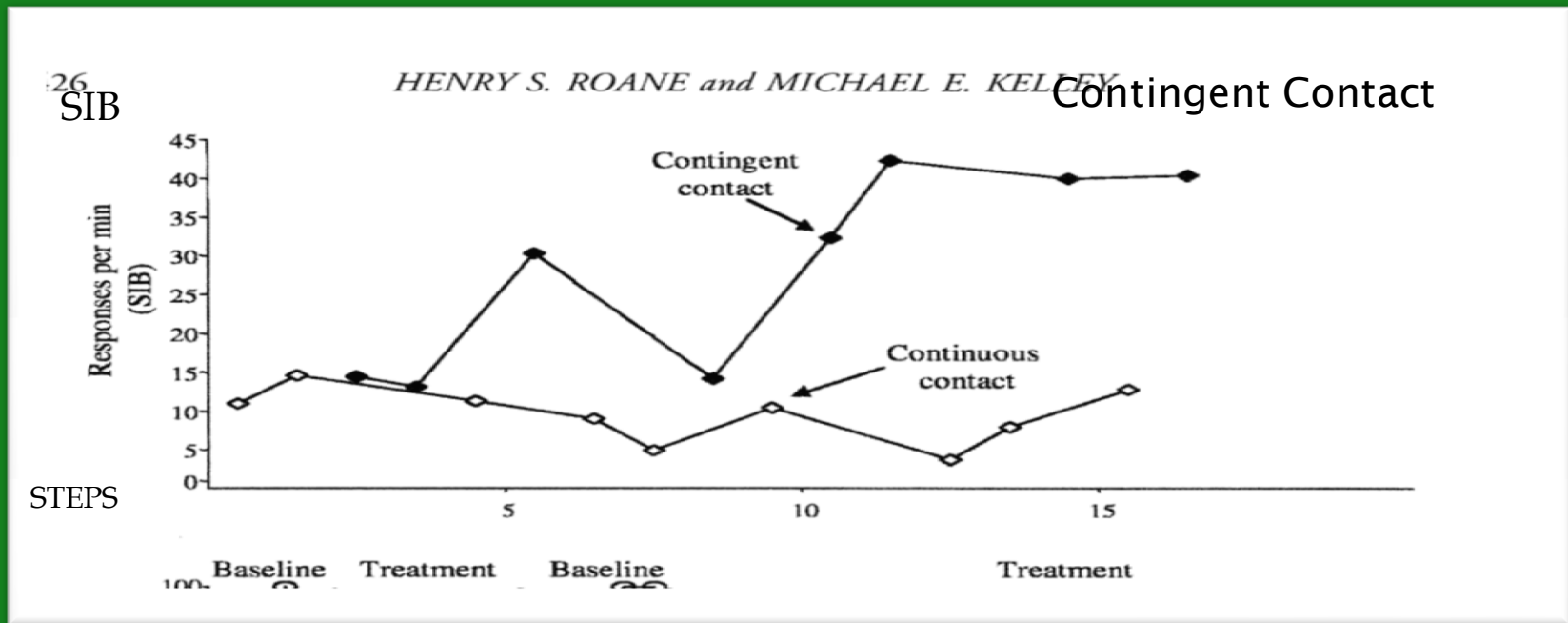
She engaged in SIB (head hitting, banging)
AND she drew her feet up—to get it. She
became wheelchair bound

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Functional Assessment of SIB and Physical Contact for Gail:



Gail's Response to Contingent Assistance:

(Roane, cont)

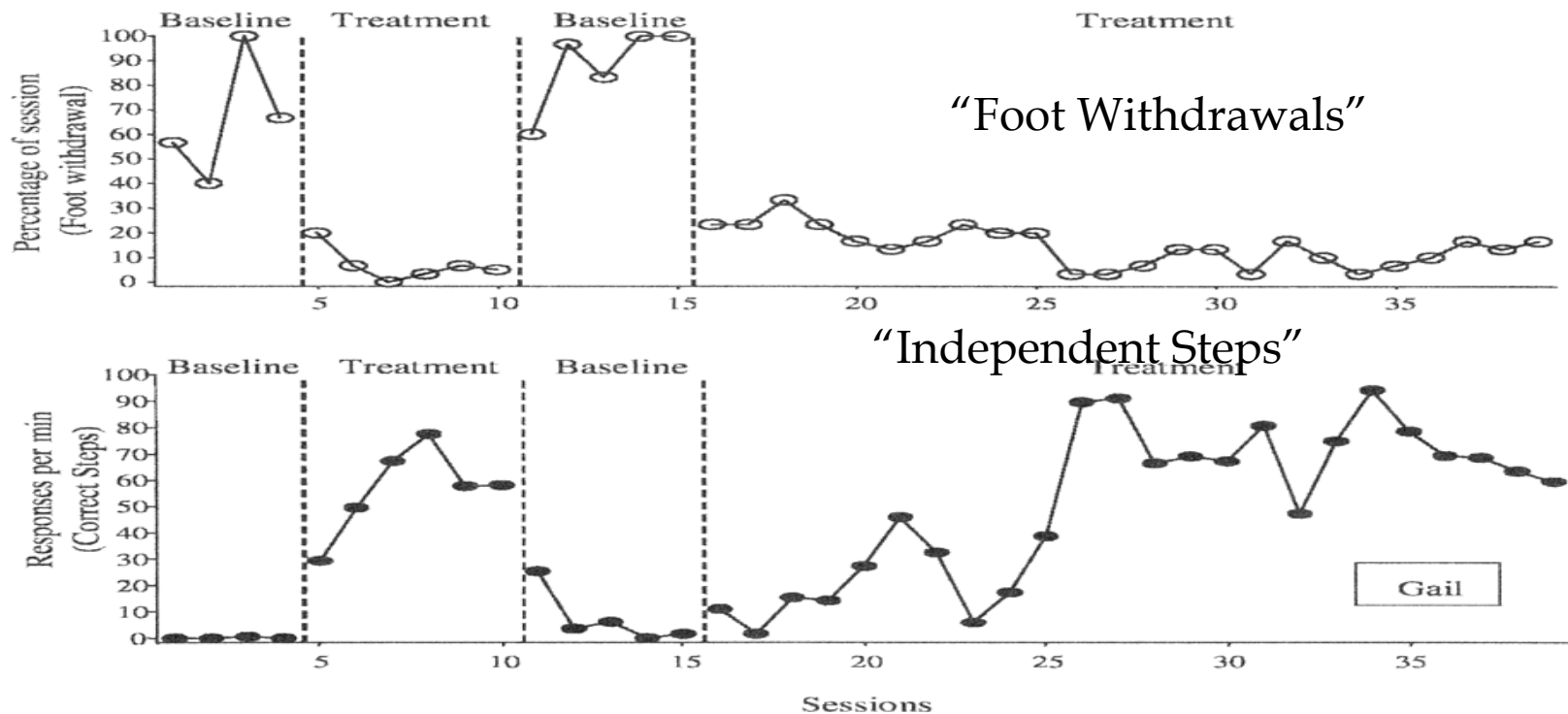


Figure 1. Responses per minute of SIB (top) during the SIB analysis, percentage of session with foot withdrawals (middle), and responses per minute of correct steps (bottom) during the walking analysis.

The Other Social Consequence: Escape

Possible Contributors to
Escape From
Instructional Tasks:

- Too fast
- Too hard
- Too long
- Too boring
- Not Reinforcing

Various Establishing
Operations:

- You're Ugly



What About the "Get Out of My Face-Kiddo?"



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Kate, Chris, & Jesse

Zarcone, '94

FADING **IN** RATE OF TRIALS

- Started with one per .5 minute
- If SLB occurred, trial aborted.
- OPPS,



+ EXTINGUISHING ESCAPE

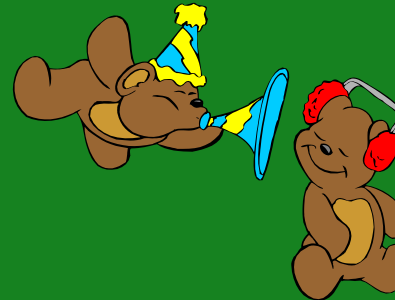
- *Sooooo:*
- No escape: Assistance for Response (extinguish the reinforcement of escape by removing the reinforcer)
- All Three Kids went from 0 to Over 2 trials per minute for 15 minutes duration AFTER extinction



The "Befores"

- *Establishing Operations*

- *Background Noise* —



O'Reilly et al, 2000 (earplugs)

- *Location* —



Harding et al, 2005

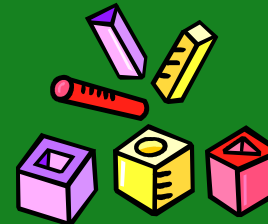
(undifferentiated FAA discovered-location, objects)

- *Certain Objects* —



Van Camp, et al, 2000

(Thomas the Train, Small Objects)



The Cases of Pesky E.O.'s

- Don't you wish there would be something to remedy these????



Those Pesky Escape Triggers



- Task Novelty
- Session Duration
- Rate of Demands
- Delay, Postpone Activities



- Sleep Deprivation



*The EO has occurred
The S^D For SIB is:
(Work...?)*

Time to Add In A



Neutralizing Routine

Horner, et al 1997



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Three teens. Identified E.O's were:

1. Delay of over 15 minutes
2. Postpone Preferred activity
3. Less than 5 hours sleep
4. Error Correction
5. Interruption in error for correspondence check



Develop Neutralizing Routines

- *Subject 1: One hour nap*
- *Subject 2: Colored pencil drawing with staff*
- *Subject 3: Looking and commenting on photo album with staff*

Insert Neutralizing Routine between
the EO and the S^D for SIB



Derrick Has More Options Now



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